

Exploration on the Construction of Evaluation Index System for Smart Classroom Teaching in College English

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Abstract: The teaching process is a continuous generation of student knowledge and abilities, and the application of smart classrooms has significantly improved student's learning efficiency and changed the teaching method, thereby improving the teaching quality. Strengthening the construction of the evaluation index system for smart classroom teaching in college English plays an important guiding role in improving the teaching process and teaching methods, and is also conducive to encouraging students to reflect and improve themselves. This article first combines the connotation of smart classrooms to explore the foothold of teaching evaluation in college English smart classrooms and the principles of constructing an evaluation index system. A scientific evaluation index system for smart classroom teaching in college English was constructed through methods such as Analytic Hierarchy Process, aiming to promote the reform of college English teaching.

1. Introduction

Teaching evaluation plays an important role in the process of college English teaching. Although the application of open, intelligent, and personalized smart classrooms greatly improves the teaching quality of college English courses, a more comprehensive teaching evaluation index system is also needed as support. In the process of constructing a teaching evaluation index system, schools and teachers should combine the characteristics of the curriculum and the learning situation of students, reasonably set evaluation indicators and weights, ensure the scientific and procedural nature of evaluation indicators and methods, and promote the smart classroom and teaching evaluation index system to better serve the teaching of college English courses and the development of college students. Therefore, this article combines research results in relevant fields both domestically and internationally, as well as the current situation of smart classroom teaching in college English, and explores the starting points, principles, and specific ideas for the construction of the evaluation index system for smart classroom teaching in college English from multiple perspectives [1].

2. The foothold of evaluating smart classroom teaching in college English

2.1. Student's Smart Classroom Learning Ability

The application of smart classrooms in college English course teaching aims to stimulate students' interest in learning English, promote their intelligent development, and improve their learning

effectiveness through personalized and intelligent teaching methods. Compared with traditional university English teaching methods, smart classrooms emphasize more on the subjective initiative of students in the learning process. Students in the classroom learning process are the process of experience and knowledge generation, as well as innovation. They need to combine their own learning interests to choose online or offline learning resources provided by teachers to complete the transfer and application of knowledge. Therefore, the evaluation of smart classroom teaching in college English should be based on the learning ability of students in smart classrooms, including whether students can choose appropriate learning resources for learning based on their basic level and learning interests, the level of understanding of knowledge during and after the learning process, and the ability to connect, transfer, and apply new and old knowledge[2-3].

2.2. Teacher's Smart Classroom Teaching Ability

The teaching process of college English smart classroom is a process of gradually deepening the knowledge and emotions of teachers and students, and for teachers, it is also a dynamic and changing process. The complexity, generative nature, and personalized teaching characteristics of college English smart classrooms have put forward higher requirements for teachers in terms of teaching philosophy, teaching activity design, and learning guidance. Teachers need to respect individual differences of students, adopt different teaching methods and learning guidance strategies for students at different levels. Therefore, the evaluation of college English smart classroom teaching should also focus on the teaching ability of teachers in smart classrooms, including personalized teaching ability of teachers, teaching activity design ability, etc[4].

2.3. Quality of Smart Classroom Teaching Media

Compared with traditional teaching methods, the most significant difference in college English smart classroom teaching is the change in teaching media. The application of electronic whiteboards and other electronic teaching equipment, as well as online teaching platforms, can fully achieve student-centered teaching and make smart classroom teaching activities flexible. Of course, the application of intelligent teaching media in college English classrooms also needs to fully respect the subject status of students. To achieve this, it is necessary to ensure that the teaching media or teachers can provide diverse teaching content for students through the teaching media. Therefore, the quality of teaching media in smart classrooms is also the basis for evaluating smart classroom teaching in college English, including the ability to integrate educational resources and information, and the creation of evaluations [5].

3. Principles for constructing an evaluation index system for smart classroom teaching in college English

3.1. Principle of scientificity

The construction of the evaluation index system for smart classroom teaching in college English requires teachers to adhere to the principle of scientificity, that is to adopt a scientific process to determine the evaluation indicators for smart classroom teaching in college English, and to ensure that the evaluation and determination process of the evaluation indicators is reasonable, so that the established evaluation index system for smart classroom teaching in college English is less affected by subjective factors of teachers. Teachers and students can conduct targeted self-evaluation or mutual evaluation in the process of using this teaching evaluation index system to make the evaluation results more objective[6].

3.2. Process principle

In recent years, the focus of college English teaching reform has been on cultivating cross-cultural communication skills, which requires guiding students to use English to express and spread the Chinese voice, and tell the "Chinese story" well. Therefore, teachers should pay attention to the entire learning process of students in their teaching and teaching evaluation. The evaluation index system for smart classroom teaching in college English should be able to fully record students' learning behavior, including not only the results of classroom tests, homework, or phased assessments, but also the duration of students watching online videos or other teaching resources in their daily learning process. The interactive performance in online or offline classrooms should be able to more comprehensively and objectively reflect the learning situation and achievements of students throughout the entire learning process.

3.3. Development principle

Teachers should adhere to the principle of development in the construction of an evaluation index system for smart classroom teaching in college English, ensuring that this evaluation index system can run through the entire learning process of students and accurately evaluate their performance at this stage in a more reasonable manner. As a second foreign language, English is a gradual learning process for students, especially for some college students from rural areas who have weak English foundations. These students may not have ideal English scores in the new enrollment stage, but after two or three years of learning, there have been qualitative changes and leaps. Therefore, the construction of the evaluation index system for smart classroom teaching in college English should adhere to the principle of development, Change the situation where the evaluation cycle is relatively short in the evaluation index system to help teachers and students objectively understand the learning situation [7].

4. Construction ideas for the evaluation index system of smart classroom teaching in college English

4.1. Clarify the objects of evaluation and teaching evaluation indicators

The evaluation of smart classroom teaching in college English is mainly aimed at teachers and students. Before constructing a reasonable evaluation index system for smart classroom teaching, the evaluation objects should be clearly defined. In order to improve the rationality and objectivity of the construction of the evaluation index system for smart classroom teaching in college English, and also because the construction of the evaluation index system should follow the principles of scientificity, process, and development, frontline English teachers, student representatives, and education experts in related fields are selected as the objects of consultation and evaluation. Combined with domestic research results, the evaluation objectives and elements are further sorted out[8-9].

In the process of initially clarifying the evaluation indicators for smart classroom teaching in college English, members of the working group should actively conduct interviews with experts in the education field and frontline English teachers. Combine teaching practice and professional theoretical research results, improve the rationality and effectiveness of evaluation indicators, and collect and organize high-frequency evaluation indicators related to college English and smart classrooms. Based on the evaluation of smart classroom teaching in college English, a preliminary first level evaluation and second level indicator system has been established as shown in Table 1. In this evaluation system. The media of smart classroom teaching, preparation before class, implementation of classroom teaching effectiveness, and analysis of post class reflection and student

learning effectiveness make the main body of teaching evaluation cover both teachers and students, and teaching evaluation also runs through the entire process of college English smart classroom teaching.

Table 1: Indicators for the Evaluation of Smart Classroom Teaching in College English

Primary indicators	Secondary indicators
Smart classroom teaching media	External media for smart classrooms
	Internal media of smart classrooms
	Media for communication and interaction between teachers and students
Preparation for pre class teaching	Design of teaching aim
	The analysis of the students
	Pre class task design
	Preparation and sharing of teaching resources
Implementation of Smart Classroom Teaching	Informatized Instructional Design
	Teaching organization and guidance
	Classroom teaching activity data collection
	Implementation of exploratory learning activities
After class learning and reflection	Task completion status
	After class evaluation self-study
	Reflection on Teacher and Student Learning
Student learning effectiveness	Cross-cultural communication
	Language and thinking enhancement
	Improving self-directed learning

4.2. Design of Evaluation Index Weights

Table 2: Evaluation Index System for College English Smart Classroom Teaching

Primary indicators	Secondary indicators
Smart classroom teaching media(13%)	External media for smart classrooms(30%)
	Internal media of smart classrooms(35%)
	Media for communication and interaction between teachers and students(35%)
Preparation for pre class teaching(18%)	Design of teaching aim(25%)
	The analysis of the students(25%)
	Pre class task design(25%)
	Preparation and sharing of teaching resources(25%)
Implementation of Smart Classroom Teaching(32%)	Informatized Instructional Design(21%)
	Teaching organization and guidance(36%)
	Classroom teaching activity data collection(15%)
	Implementation of exploratory learning activities(28%)
After class learning and reflection(18%)	Task completion status(30%)
	After class evaluation self-study(45%)
	Reflection on Teacher and Student Learning(25%)
Student learning effectiveness(19%)	Cross-cultural communication(50%)
	Language and thinking enhancement(27%)
	Improving self-directed learning(23%)

On the basis of initially clarifying the evaluation indicators for smart classroom teaching in college English, the weight of each evaluation indicator should also be further determined in combination with the current situation of smart classroom teaching in college English and the needs of teachers and students. In this process, it is necessary to fully listen to the suggestions of frontline English teachers and experts in the field of education, obtain their suggestions on indicator weight design through interviews or questionnaire surveys, and use the Likert 5-level scoring method as the basis for indicator weight design. For example, in the questionnaire survey, 1 point is considered "very unimportant" and 5 points are considered "very important". After secondary screening by experts and teachers, the Analytic Hierarchy Process is applied to clarify the weights of various indicators in the evaluation system, thereby constructing a more reasonable evaluation index system for smart classroom teaching in college English [10]. Specifically, the weight value of a single evaluation indicator is obtained by comparing the elements at the same level in the Analytic Hierarchy Process. After using computer software and matrix analysis models, a calculation result below 0.01 is considered to have passed the consistency test and the weight of the indicators is finally determined. The evaluation index system for college English smart classroom teaching based on weight design is shown in Table 2.

5. Conclusion

The construction of the evaluation index system for smart classroom teaching in college English requires the joint efforts of teachers and experts in related fields. It should be based on the quality of teachers' teaching and learning, as well as the teaching media of smart classrooms. It should follow the principles of scientificity, process and development, scientifically design evaluation indicators and weights, and continuously improve and optimize them according to subsequent teaching needs.

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